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CWU Faculty Senate Minutes - 04/19/1978

Esther Peterson

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MINUTES: Regular Senate Meeting, 19 April, 1978
Presiding Officer: J. Arthur Keith
Recording Secretary: Esther Peterson

The meeting was called to order at 3:10 p.m.

ROLL CALL

Senators Present: All Senators or their alternates were present except A. James Hawkins, Betty Hileman, Willa Dene Powell and Phil Tolin.

Visitors Present: George Grossman, Bernard Martin, Hugh Spall, Don Caughey, Don Schliesman and Robert Carlton.

CHANGES TO AGENDA

Mr. Keith announced the following changes:

1. Under "Communications" add
 - A. Letter from Vice President Harrington, dated April 11, 1978
 - B. Letter from Vice President Harrington, dated April 11, 1978
 - C. Letter from Dale Otto, dated April 12, 1978
 - D. Letter from David Thomason, dated April 18, 1978
 - E. Letter from Dorothy Shrader, dated April 19, 1978
 - F. Letter from Don Schliesman, dated April 19, 1978
2. Under "Old Business" delete
 - D. Motion No. 1710 re: Commissioning Ceremony at Commencement

APPROVAL OF MINUTES

Minutes of the Senate meeting of April 5, 1978 were approved as distributed.

COMMUNICATIONS

The following communications were received:

- A. Letter from Vice President Harrington, dated April 11, informing the Senate that in concurrence with a recommendation from Mr. Bovos, the change of class schedule will start immediately after registration. Since the university now has computer registration, changes can be processed at the time they are made and there is no need to wait five days. The add-drop period will end at the same time as now scheduled.
- B. Letter from Vice President Harrington, dated April 11, regarding several problems relating to registration and commencement that Mr. Bovos has discussed with the Vice President's Advisory Council. Following this discussion, the deans recommend, and Mr. Harrington agrees, that there is a need to change procedures for determining eligibility for honors and graduation at commencement time. They recommend the following:

In order to establish eligibility for graduation and honors, grades of graduating seniors should be submitted to the Registrar's office one week earlier than the due date for all other grades. (This would be effective spring quarters only.)

Mr. Harrington requests this matter be reviewed by the appropriate committee and the Faculty Senate. The proposed date of implementation would be Spring, 1979.

- C. Memorandum from Dale Otto, dated April 12, informing the Senate that Lucrecia Peters, alternate representative for ECE can no longer serve and Lillian Canzler has been elected to replace her.
- D. Letter from David Thomason, chairman of the Board of Control, dated April 18, saying it was the understanding of the Board of Control that the Faculty Senate is attempting to bring its code for selection of Senators into line with the current policy for selecting student senators. On April 6, the Board of Control passed a motion that "student representatives to the Faculty Senate shall be appointed by the Board (of Control)" They

are asking that these appointments be made by the Board since the Board of Control is elected.

- E. Letter from Dorothy Shrader, Chairman of the School of Education Committee, dated April 19, with an attached proposal, requesting that the department of Education be renamed School of Education with all of the rights, responsibilities and proviliges accorded other schools. The Committee asks that the Faculty Senate send them a report on its action by the end of Spring quarter.
- F. Letter from Don Schliesman, dated April 19, with a proposal for a revision to the General Ed Program, which is in response to Faculty Senate Motion No. 1634.

REPORTS

- A. Chairman--Mr. Keith reported on some of the communications.

The Memo from Mr. Harrington regarding senior grades and due dates for those for Spring quarter beginning in 1979 will be referred to the Curriculum Committee for study.

The letter from David Thomason will be brought to the Senate floor, since the Code Committee has submitted an amendment on it.

The letter from Dorothy Shrader requesting a recommendation regarding changing the status of the department of Education to a School of Education, will be referred to the Academic Affairs Committee.'

Two announcements relative to the Code are--The Senate has received from President Brooks a set of amendments to the Code as it applys to RIF. Those recommendations have gone to the Code Committee for study and recommendation. After Mr. Keith has discussed them with the Code Committee, hopefully they will be able to make a set of tentative recommendations this spring. One other Code item which was pending is a set of amendments that President Brooks proposed last year. Some of those were approved by the Senate, and recommended changes were made which Mr. Brooks approved. These were approved by the Board of Trustees. The Senate did not concur with the President's recommendation to remove Section 3.78 B. The Board of Trustees has that under consideration.

Don Schliesman will present a brief report at this meeting regarding the General Studies Committee. The report will only describe the processes which were used to get the proposal developed. It will not be discussed at this meeting, nor questions answered about it. The proposal will be on the Agenda for discussion at the May 3 meeting. Hopefully, the Senate will bring it to resolution and vote on it at the May 17 meeting. Senators were requested to take it back to their departments to look at and study and be prepared to discussion at the May 3 meeting.

- B. Executive Committee Report--Vice Chairman Vifian reported on the schedule for election of senators this spring.

- May 8 -- Nominations of at-large senators to be returned to Faculty Senate office
- Results of departmental election of departmental senators
- May 17 -- Election of at-large senators to have been completed and tabulated
- A roster of 1978-79 senators will be distributed
- May 24 -- Nominating forms for senate officers, which will be included with the roster, to be returned to the Faculty Senate Executive Committee. These nominations must be with the candidate's consent.
- Nominations will be made by the Executive Committee for the Faculty Grievance Committee. (3 Regular plus 4 Alternates)
- May 31 -- Election of Senate officers. Nominations will be accepted from the floor.
- Election of Faculty Greivance Committee. Nominations may be made from the floor.

Mr. Vifian announced that George Grossman has consented to serve on the CFR Salary Task Force.

The Executive Committee has recommended Owen Dugmore, Ann McLean and Max Zwanziger to serve on the Joint Student Fees Committee.

The Proposed Statement of Organization and Procedure for Graduate Council, Undergraduate Council, Teacher Education Council and University Curriculum Committee, Program Review and Evaluation Committee and General Education Committee has previously been distributed, and will be discussed at the next Senate meeting. This structure has been put together with the consent of the various deans and was prepared jointly by the Chairman of the Senate and the appropriate deans. It reduces the number of faculty members that need to be appointed every year to committees.

MOTION NO. 1726: The Executive Committee moved that the Senate ratify the appointment of Erlice Killorn to the Senate Code Committee, and Robert Benton to the Faculty Grievance Committee. Passed by a unanimous voice vote.

Mr. King reported on solicitation funds from the faculty for the Central Investment Fund. Letters have been sent to all of the academic community, faculty and staff, calling attention to this year's fund drive along with a fact sheet outlining some of the procedures for the drive last year. An announcement and list of recipients was run in the Daily Record some ten days ago. The Drive was highly successful last year and this year it is hoped the Drive will be even more successful. Contribution cards were distributed to the Senators by Mr. King, which are to be taken to the departments to be distributed to members of each department.

Mr. Keith reminded Senators of procedures of items that will be on future agendas.

The proposed Statement of Organization and Procedure has been developed with the Dean of Graduate Studies, the Dean of Undergraduate Studies and Dean of Professional Studies, the Director of Teacher Education and the Senate Executive Committee. It is a proposal for reducing the number of faculty members on these six committees and councils from 63 to 39. It is also a proposal to change the manner in which people serve on those committees in terms of who the committee reports to. The University Curriculum Committee is a new committee replacing the other Graduate, Undergraduate and Teacher Ed Committees. This proposal has been distributed to Deans, the President's Advisory Council, Department Chairmen, Faculty Senators, and as widely as possible. This proposal will be discussed at the next meeting, voted on at the May 17 meeting. Anyone having suggestions or comments should get them to the Executive Committee by May 3.

- C. General Studies Committee--report on Basic and Breadth Requirements.
Don Schliesman presented a proposal for a Revised General Education Program for CWU and copies were distributed to the Senators. Mr. Schliesman urged Senators to read and study the document carefully and thoughtfully consider it in terms of an educational program. The program would move the university one step closer to a liberal arts & science based general ed program.

Mr. Keith called attention to the fact that this proposal is in response to a Senate motion. This will not be referred to committee, but will go before the Senate for discussion on May 3 and a vote on May 17.

D. Standing Committees

1. Academic Affairs--Joel Andress presented a report on three items and copies of the reports were distributed to Senators. These items were: (a) Withdrawal Policy; (b) Separation of the Mass Media Program from the Department of Communication; and (c) Proposal to create departments within the School of Business Administration and Economics, Lillard Amendment (Motion No. 1713, April 5, 1978).
2. Budget Committee--No report.
3. Code Committee--Frank Carlson reported the Code Committee has had a request for a code interpretation in regard to Section 2.38 B (3). The specific question raised was whether transfer of off-campus assignments, involving moving from one location to another, was also to be 'mutually agreeable.' Copies of the report have been distributed to the Senate. The Code Committee has suggested that next year's committee be charged with investigating the desirability and then the possibility if necessary to

include language in the Code to cover the increasing range of off-campus assignments of faculty. The Code Committee's tentative decision/interpretation is:

"The Faculty Senate Code Committee does believe that changes of assignment of off-campus faculty are covered by provisions of Section 2.38 B (3), and that such changes, including change of geographic location, must be mutually agreeable between the department chairman and the faculty member involved."

The members of the Code Committee wish to hear any comment with regard to their decision. No motion is appropriate, as the Senate itself does not interpret the Code, but the Committee would consider any and all comments made.

Mr. Keith reminded the Senate that the Faculty Code specifies that a formal request for an interpretation goes to the Code Committee, who makes a recommendation which is sent directly to the Board of Trustees.

4. Curriculum Committee--Mr. Wiberg reported on two items, copies of which were distributed to Senators at the meeting.

The first item pertained to linguistic sexism, Senate Motion No. 1693. The committee compiled a list of instances of linguistic sexism found in the departmental catalog copy. The committee felt that departments have the responsibility of changing their catalog copy. Therefore, they recommended the passage of the following motion which will be on the next meeting's agenda for a vote:

Proposed Motion: The Curriculum Committee moves the following motion:

Recognizing that linguistic sexism does exist in departmental and program catalog copy, the Faculty Senate directs its Executive Committee to point out to department chairpersons and program directors the existence of such language and suggest that it be changed.

The other item of Mr. Wiberg's report pertained to policy change in the credit/no credit option for consideration by the Senate. The following motion will be before the Senate for a vote at the next meeting:

Proposed Motion: The Curriculum Committee moves the approval of the Undergraduate Council's recommended changes to the Credit/No Credit option.

5. Personnel Committee--no report.
6. Student Affairs--no report.

OLD BUSINESS

- A. Student Affairs Committee motion on housing policy--

A report was presented to the Senate at the March 8 meeting.

MOTION NO. 1727: The Student Affairs Committee moved that the appropriate University offices or agencies be directed to collect and analyze the data which will provide an empirical basis for revising (or not) the present housing policy to exclude the sophomore requirement. Passed with a unanimous voice vote and one abstention.

- B. Personnel Committee motion on Rank--Motion No. 1708 was now before the Senate for consideration. The motion is:

"...to recommend adoption of items one and two of the recommendation by the Education Department in lieu of the current system of academic rank, and if adopted by the Senate, to transmit it to the Code Committee for writing an appropriate Code amendment."

Mr. Carlson reminded Senators these items were:

1. When first employed, all faculty be titled Assistant Professor.
2. Upon achieving tenure--a process which takes six years--all faculty be titled Professor.

Discussion on the motion followed. Mr. Vifian observed that this proposal, whatever its merits or demerits, has major changes in the way faculty views themselves in terms of the whole structure of the academic world they live in. Furthermore, it is not parallel to the types of structures which people coming in from off-campus would recognize. Such suggested major changes to be made this late in the year and just before the university has a major change in administration, are inappropriate.

MOTION NO. 1728: Mr. Vifian moved, seconded by Ms. Adams, to table Motion No. 1708. Passed by a unanimous voice vote.

- C. Senate Curriculum Committee motion on repeating of courses--Mr. Wiberg reviewed the Curriculum Committee's proposed motion which was presented at the last Senate meeting.

MOTION NO. 1729: The Senate Curriculum Committee moved to have a Proposed Policy, as follows:

Proposed Policy: All courses may be repeated. All grades earned at CWU will be used in the computation of the grade point average. Successful repetition of a course originally passed carries no additional credit toward a degree.

Failed by a hand vote of 7 yes, 21 no, 1 abstention.

- D. Proposal to create departments within the School of Business Administration and Economics, Lillard Amendment (Motion 1713, April 5, 1978).

At the April 5 meeting, Motion No. 1712 was submitted by the Academic Affairs Committee moving approval of Dean Ball's proposal to organize the School of Business and Economics into the departments of Business Administration, Accounting, and Economics. Motion No. 1713 to amend was submitted by Mr. Lillard, by adding the words "with the stipulation that faculty members currently teaching in more than one of the areas shall receive joint appointments." A motion was then moved and passed to refer the motion and amendment back to committee for recommendation. The Academic Affairs Committee now presented a recommendation recommending in favor of the amendment, with the understanding that it applies only to faculty presently having joint teaching responsibilities, and not to any such joint arrangements that may be made in the future.

Motion No. 1713 (amendment) was voted on and passed by a unanimous voice vote and 4 abstentions.

Motion No. 1712, as amended, voted on and passed by a unanimous hand vote and 2 abstentions.

NEW BUSINESS

- A. Code Committee recommendations--At the April 5 meeting, Motion No. 1718 was made to send the recommended code change on page 9, 1.25 A (3) Student Membership of the Faculty Senate, back to Committee. A communication was received from the Board of Control recommending that the Code be worded as recommended by the Code Committee in Motion No. 1718. It was now before the Senate again.

Discussion began on Motion No. 1718.

ADJOURNMENT

The meeting adjourned at 5:00 p.m.

A G E N D A

FACULTY SENATE MEETING
3:10 p.m., April 19, 1978
Psychology Building, Room 471

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES of April 5, 1978
- IV. COMMUNICATIONS
- V. REPORTS
 - A. Chairman
 - B. Executive Committee--Committee Structure Proposal
 - C. General Studies Committee--report on Basic and Breadth Requirements
 - D. Standing Committees
 - 1. Academic Affairs
 - 2. Budget Committee
 - 3. Code
 - 4. Curriculum
 - 5. Personnel
 - 6. Student Affairs
- VI. OLD BUSINESS
 - A. Student Affairs Committee motion on housing policy
 - B. Personnel Committee motion on Rank
 - C. Senate Curriculum Committee motion on repeating of courses
 - D. Motion No. 1710 re: Commissioning Ceremony at Commencement
- VII. NEW BUSINESS
- VIII. ADJOURNMENT

1977-78

FACULTY SENATE MEETING OF

April 19

ROLL CALL

SENATOR

ALTERNATE

☒ Adams, Kathleen
☒ Andress, Joel
☒ Benson, William
☒ Brooks, James
☐ Burkholder, Peter
☒ Carlson, Frank
☐ Dickson, Rosella
☒ Doi, Richard
☒ Dugmore, Owen
☒ Emken, Walter
☒ Fadenrecht, George
☒ Fairchild, Sandra
☒ Franz, Wolfgang
☒ Golden, Michael
☒ Gries, Peter
☒ *Gerald Brunner*
☐ Hales, Ron
☐ Hawkins, A. James
☐ Hileman, Betty
☒ Keith, Art
☒ Killorn, Erlice
☒ King, Corwin
☒ Klemin, V. Wayne
☒ Lillard, W. Clair
☒ Mahan, Mary
☒ Mitchell, Robert
☐ Powell, Willa Dene
☒ Ross, Russell
☒ Sahlstrand, Margaret
☐ Samuelson, Dale
☒ Street, Warren
☐ Tolin, Phil
☒ Tolman, Rosco
☐ Vifian, John
☒ Warren, Gordon
☒ Wiberg, Curt
☒ Yee, Robert
☐ Young, Madge

☐ Clayton Denman
☐ Cal Willberg
☒ David Kaufman
☐ Ed Harrington
☐ Chester Keller
☐ Glenn Madsen
☒ *Lillian Campbell*
☐ ~~Lueretia Peters~~
☐ Clarence Beecher
☐ Robert Nuzum
☐ Richard Hasbrouck
☐ William Schmidt
☐ Jay Forsyth
☐ Barbara Brummett
☐ Galer Beed
☐ Richard Leinaweaver
☐ Deloris Johns
☐ George Grossman
☐ John Gregor
☐ Roger Garrett
☐ Dolores Osborn
☐ Stephen Worsley
☐ Fern O'Neil
☐ Karl Zink
☐ Ken Cory
☐ Richard Gray
☒ *Owen Pratt*
☐ ~~Frank Nelson~~
☐ Max Zwanziger
☐ Carlos Martin
☐ Keith Rinehart
☐ James Brennan
☐ Thomas Thelen
☒ Tom Kerr
☐ Neil Roberts



CENTRAL WASHINGTON UNIVERSITY

Ellensburg, Washington 98926

Affirmative Action/Equal Employment Opportunity/Title IX

April 11, 1978

RECEIVED
APR 13 1978
FACULTY SENATE

Dr. J. Arthur Keith
Chairman, Faculty Senate
CWU, Campus

Dear Dr. Keith:

Mr. Bovos, Registrar, has recommended to the Vice President's Advisory Council that the change of class schedule start immediately after registration. His reason was simple; since we have computer registration we can process any changes at the time they are to be made, there is no need to wait five days.

Naturally, the add-drop period would end at the same time, as now scheduled.

I concurred in this recommendation and have advised Mr. Bovos to implement it next next fall. The results should be a more accurate and more timely information system.

Since this is an administrative change, I send this letter to you as an information item.

Sincerely,

Edward J. Harrington
Vice President for Academic Affairs

jm

cc: Vice President's Advisory Council
Mr. Bovos



CENTRAL WASHINGTON UNIVERSITY

Ellensburg, Washington 98926

Affirmative Action/Equal Employment Opportunity/Title IX

April 11, 1978

RECEIVED
APR 13 1978
FACULTY SENATE

Dr. J. Arthur Keith
Chairman, Faculty Senate
CWU, Campus

Dear Dr. Keith:

Mr. Lou Bovos, Registrar, recently visited with the Vice President's Advisory Council regarding several problems relating to registration and commencement.

Following our discussion with Mr. Bovos, the deans recommended, and I agree, that we need to change our procedures for determining eligibility for honors and graduation at commencement time.

We would like to recommend the following:

In order to establish eligibility for graduation and honors, grades of graduating seniors should be submitted to the Registrar's office one week earlier than the due date for all other grades. (This would be effective spring quarters only.)

Would you please have this matter reviewed by the appropriate committee and the Faculty Senate? The proposed date of implementation would be Spring, 1979.

Thank you for your cooperation in this matter.

Sincerely,

Edward J. Harrington
Vice President for Academic Affairs

jm

cc: VPAC
Mr. Bovos



CENTRAL WASHINGTON UNIVERSITY

Ellensburg, Washington 98926

Affirmative Action/Equal Employment Opportunity/Title IX



WASHINGTON CENTER FOR EARLY CHILDHOOD EDUCATION

(509) 963-1601

RECEIVED
APR 13 1978
FACULTY SENATE

TO: Art Keith, Chairperson, Faculty Senate
FROM: Dale Otto *Dale Otto*
DATE: April 12, 1978
SUBJECT: ECE Faculty Senate Representative

Lucrecia Peters, our Alternate Representative to the Faculty Senate, can no longer serve as Alternate. Dr. Lillian Canzler has been elected by our staff to replace her. Accordingly, I ask you to modify your records so they show that Dr. Canzler is our Alternate Representative.

Dr. Rosella Dickson remains our Senate Representative through Spring Quarter, but because of an off-campus teaching assignment which takes her away from campus on Wednesdays, she will be unable to attend most Senate meetings during Spring Quarter. Dr. Canzler will attend when Dr. Dickson is away.

kj

cc: WCECE Personnel Committee
Lucrecia Peters
Lillian Canzler
Rosella Dickson

associated students of central
samuelson union building
ellensburg, washington 98926



(509) 963-1691

April 18, 1978

RECEIVED

APR 18 1978

FACULTY SENATE

Dr. Art Keith
Chairman, Faculty Senate
Central Washington University
Ellensburg, Washington 98926

Dr. Keith,

Pursuant to an understanding of the Board of Control that the Faculty Senate was attempting to bring its code for selection of Senators into line with our current policy for selecting student Senators, the Board of Control, on April 6, passed by majority vote, a motion that, "student representatives to the Faculty Senate shall be appointed by the Board(of Control)."

It was our understanding at that time that your current code states that students will be elected at large from the general student body. Since that is not and has not been the case in the recent past, it was felt by the Board that possibly they should make those appointments as the BOC is elected. The Board of Control could make the selection or the Joint Committee on Committees, a supportive body under the Board, could make the appointment with final approval by the Board.

We thank you for your concern in our representation.

A handwritten signature in cursive script, reading "David Thomason".

David Thomason
Chairman, Board of Control
Associated Students of CWU

cc: BOC members



CENTRAL WASHINGTON UNIVERSITY

Ellensburg, Washington 98926

Affirmative Action/Equal Employment Opportunity/Title IX

DEPARTMENT OF EDUCATION

Dr. Art Keith
Faculty Senate

RECEIVED
APR 19 1978
FACULTY SENATE

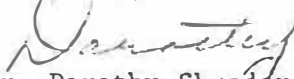
Dear Art,

The attached proposal is being sent to the Faculty Senate for consideration and recommendation.

Will you please send our committee a report on the Senate's action by the end of Spring quarter?

Thank you for your consideration.

Sincerely,


Dr. Dorothy Shrader, Chairman
School of Education Committee

Committee Members:

Dr. Robert Meyers
Dr. Conrad Potter
Dr. Daryl Basler
Dr. Wesley Crum
Dr. Donald Black



CENTRAL WASHINGTON UNIVERSITY

Ellensburg, Washington 98926

Affirmative Action/Equal Employment Opportunity/Title IX

DEPARTMENT OF EDUCATION

RECEIVED

APR 19 1978

FACULTY SENATE

March 28, 1978

Dr. James E. Brooks
President
Central Washington University
Barge Hall 301
Campus

Dear President Brooks:

In 1972, the Department of Education completed a major study of departmental long range goals and objectives and their relationship to those of the institution. This significant effort was concluded with the unanimous adoption by members of the Education Faculty of the following resolution:

"Whereas the long range goals adopted by the Department of Education Faculty can be best accomplished, and

Whereas program visibility is considered crucial by faculty and administration of the Department of Education, and

Whereas a legitimate measure of autonomy is desired by special program areas in the current departmental organizational structure, and

Whereas visible autonomous status lends to the credibility and support of programs,

BE IT THEREFORE RESOLVED that the faculty and administration of the Department of Education, Central Washington University, seek recognition as a COLLEGE OF EDUCATION having full equality with the School of Professional Studies, the School of Arts and Humanities, the School of Social and Behavioral Sciences, and the School of Natural Science and Mathematics."

The rationale which supported the resolution is as viable today as in 1972.

A formal request for recognition as a School of Education was not made at the time the resolution was adopted. The faculty felt that our support for university status was vitally important and our efforts should not be diluted by pressing for the organizational change. The resolution was deferred, with the understanding that organizational changes could be made in the future.

Since 1972, significant changes have occurred including our being granted university status. This new designation provides a proud moment for the institution and is justly deserved. It should also provide an opportunity for the disciplines and professional education to move forward together. Improvements in teacher education and the teaching profession should occur if new relationships could be developed.

Central Washington University is presently engaged in a self-study of its Teacher Education Program preceding our formal ten-year report to the National Council for Accreditation of Teacher Education. The NCATE Team will make its on-site visit in October, 1979. Among the NCATE standards is the requirement that an identifiable unit in the institution have the responsibility and authority (commensurate with the responsibility) for teacher preparation. Moreover, in our recent evaluation by the SPI we were criticized because of the difficulty imposed on the team in finding an organizational unit at Central Washington University which was clearly responsible for teacher education. Throughout their report they inadvertently referred to the School of Education but meant Department of Education.

We strongly endorse the principle that teacher education students are prepared by both the disciplines and the Department, and that education is a function of the entire university. The responsibility, however, for professional preparation rests with the Department of Education. It is our department, also, which is held ultimately accountable for the quality of our graduates. This concern for accountability has prompted virtually every university of our size in the United States to establish schools or colleges of education. The establishment of such schools or colleges gave an identifiable unit name commensurate with the responsibility of that unit. Further, there was the desire to give education its equal status. The Department of Education at Central has actually been functioning as a School of Education for years--in terms of its responsibilities and its organization.

And lastly, new conditions and standards for teacher preparation are emerging which will increase participation of students, professional organizations, and school districts. Our role is a diminishing one in the traditional sense, but at the same time, an exciting, viable one in the emerging sense. We have a responsibility to our constituents to maintain significant visibility both within and outside the university.

Central Washington University is clearly one of the finest teacher preparation institutions in the state, if not in the nation. Our graduates are teaching in almost every state in the union and school districts repeatedly request our graduates. Our teacher education program has operated for several years using concepts that are just now being introduced as "innovations" by other universities and colleges.

The President of the University is ultimately accountable to the accrediting agency, and others, for the quality of the institution's teacher preparation program. The President is the one informed of the NCATE's decision to accredit or not to accredit, so it seems appropriate that our formal request to become a School of Education be made directly to you as President of Central Washington University.

Therefore, on behalf of the Department of Education, we respectfully request that the Department be renamed School of Education with all of the rights, responsibilities and privileges accorded other schools.

Our committee will be happy to meet with you to further support our request.

Yours very truly,



Dr. Dorothy Schrader
Chairman, School of Education Committee

DS:skb

cc: Dr. Robert Carlton
Dr. Ed Harrington
Dr. James Erickson
Dr. Art Keith

Dr. Daryl Basler
Dr. J. Wesley Crum
Dr. Conrad Potter
Dr. Robert Myers
Dr. Donald Black✓
Members, School of Education Committee

M E M O

TO: Art Keith
Chairman
Faculty Senate

FROM: Donald M. Schliesman *CMS*
Dean of Undergraduate Studies

DATE: April 19, 1978

In response to Faculty Senate Motion #1634, I am pleased to transmit a proposal for a revision to the General Education program at Central Washington University.

Each Dean, Department Chairman and Program Director received a copy of the draft of this proposal prior to an open hearing held April 13, 1978. This proposal incorporates changes made by the General Education Committee after that open hearing.

Members of the committee will be present during the Senate meeting when the proposal is to be discussed.

A PROPOSAL FOR

A REVISED
GENERAL EDUCATION PROGRAM
FOR
CENTRAL WASHINGTON UNIVERSITY

APRIL 19, 1978

THE GENERAL STUDIES COMMITTEE

Don Cummings, Chairman
Sheldon Johnson
Chester Keller
Jim Nylander
Dan Ramsdell
Don Ringe
Don Schliesman, ex officio
Bob Yee

This proposal for a revised General Education program is the result of several years of study and discussion by members of more than one General Studies Committee. The discussions have ranged from the most romantically idealistic to the most pragmatically realistic. Our proposal reflects the best we know about General Education while acknowledging the realities of our particular University context. Any such proposal must involve some compromise. It should reflect the ideal, but it must also acknowledge the realities--that is, the people, resources, and structures here at Central--for we must all live by its consequences.

This proposal is for a structure and a set of procedures, with most of the details worked out as described. There are still details to be settled but we feel that they are specific questions that should not hold up action on the total proposal. Work on this proposal is not over, and probably never can be, but we feel that enough of the work is done to warrant the proposal's being adopted by the Senate and put into effect as the General Education program at Central Washington University.

The Committee recognizes that we must continue to review courses that are proposed for or offered as part of the General Education program. We recognize, too, that many people in the University are concerned about procedures and the decision-making process. In view of this, the General Studies Committee has formally adopted the following guidelines in order to remind the Committee itself and the University community of the Committee's continuing task:

1. It will continue to be "responsible for reviewing and recommending policies regarding the Basic and Breadth requirements (general education)." Guide to Curriculum Change: Policies and Procedures, May 18, 1977, p. 3;

2. all courses proposed for General Education will be considered by the Committee and such proposals may be sent to the Committee from any unit of the University;

3. upon receipt of such proposals, the Committee assumes the obligation to consult with affected departments, programs, schools, etc., before making its recommendations for approval or disapproval; and

4. the Committee acknowledges the responsibility to review systematically courses offered in the General Education program to assure their appropriateness.

We are proposing a 65-credit General Education program, consisting of a 20-credit Skills requirement and a 45-credit Breadth requirement. The skills requirement consists of two blocks: a 13-credit Basic Academic Skills block, and a 7-credit Basic Expressive Skills block. The Academic Skills block obliges the student to develop skills seen as basic to academic success in general--the skills of reading, writing, and reasoning. The Expressive Skills block obliges the students to develop the skills to express meanings in ways other than through mathematics and the academic uses of the English language. The Skills requirement also contains a Foreign Language option by which students may substitute advanced work in a foreign language for the Academic and Expressive Skills blocks.

A 45-credit Breadth requirement consists of three 15-credit blocks of breadth courses that oblige the student to experience a wide variety of learning across the academic disciplines: Arts and Humanities, Natural Science and Mathematics, and Social and Behavioral Sciences. At least 5 of these 45 credits must be from courses designated as dealing primarily with non-English-speaking cultures.

The outline of the program is as follows:

I. Skills Requirement (20 credits)

A. Basic Academic Skills (13 credits)

English 101, 301.....8 credits

Reasoning: Philosophy 201 or Math 130.1....5 credits

B. Basic Expressive Skills (7 credits)

Physical Education activities (as described in pp. 156-157
in the 1978 Undergraduate Catalog).....2 credits

Choice of approved expressive skills
courses.....5 credits

(OR)

C. Foreign Language Option (20 credits)

Twenty credits of advanced college-level work in
approved courses in a single foreign language.

II. Breadth Requirement (45 credits)

Arts and Humanities courses.....15 credits

Social and Behavioral Sciences courses.....15 credits

Natural Science and Mathematics courses.....15 credits

A more detailed description and rationale follows.

I.A. Basic Academic Skills.

The Committee feels that a strong Basic Academic Skills block must be tied in closely with the Breadth courses and should indeed be basic to success in those Breadth courses. Our Academic Skills block includes not only the work with reading and writing entailed in English 101 and 301, but also a basic reasoning requirement. Students would be able to satisfy this requirement either by taking Mathematics 130.1, Finite Mathematics, or Philosophy 201, Introduction to Logic. Course outlines for English 101, English 301, Mathematics 130.1, and Philosophy 201 are attached in Appendices A-D. Our criteria for breadth courses state that such courses should oblige students to display and develop their basic skills of reading, writing, and reasoning. We see this connection as a very important part of the proposal, a means of increasing our concern for rational literacy among our students.

These requirements must be completed to the University's standards by all candidates for bachelor's degrees unless they are exempted by examination or equivalent experience at another college or university. Exemption examinations shall be available to students no later than 12 calendar months after this proposal is adopted. Courses counted in the Basic Skills requirement may not be counted toward a major or minor.

I.B. Basic Expressive Skills.

Since it is part of a university curriculum, a General Education program deals with ways of formulating, communicating, and preserving human meanings through various acts of expression. Probably the single most important means for expressing meanings is natural language--in our case, English. Thus, the Basic Academic Skills block and the Breadth requirement emphasize the expression of human meanings through the English language. Although other means are represented--mathematics, for instance--the major emphasis is on the use of the English language to formulate, communicate, and preserve human meanings.

However, in addition to these traditional academic skills, the Committee also supports the development of other expressive skills. Many human meanings are expressed through means other than English or mathematics--through physical movement, through dance and music, in dramatic performances, in the arts and crafts. The Committee feels that work in expressing such meanings is a legitimate and essential part of a general education. This block of seven credits would include two credits of physical education activity, here seen as an

essentially expressive activity, plus five credits to be chosen from the following Expressive Skills courses:

Art:

- 150. Drawing. 3 credits.
- 170. Design. 3 credits.
- 225. Photography. 3 credits.
- 277. Lettering. 3 credits.
- 280. Sculpture. 3 credits.

Communications/Drama:

- 243. Interpretive Readings. 4 credits.

Drama:

- 269. Basic Acting Techniques. 4 credits.
- 312. Creative Dramatics. 4 credits.

Housing and Interiors:

- 260. Weaving. 3 credits.

Music:

- 254. Class Instruction. 1 credit.
- 267. Choir. 1-2 credits.

Physical Education:

- 201.1. Modern Dance I. 2 credits.
- 201.2. Modern Dance II. 2 credits.
- 201.3. Modern Dance III. 2 credits.

Technology and Industrial Education:

- 141. Beginning Wood Working. 3 credits.

I.C. Foreign Language Option.

Through this option students may substitute 20 approved college credits in one foreign language for the Basic Academic Skills and the Expressive Skills blocks. This option may at first seem odd but the Committee's reasoning is as follows:

The intentions of the Basic Academic Skills block are, first, to oblige students to develop their abilities to use the English language to formulate, communicate, and preserve meanings, and second, to develop their awareness of logical or mathematical processes and structures. The Committee feels that extensive work in a foreign language can lead students to better understand and control the English language and that the work with comparative semantics and syntax can lead students to a greater awareness and mastery of certain logical processes and structures. At the same time, the intention of the Expressive Skills block is to oblige students to use methods other than the English language to express meaning. The Committee feels that mastery of a foreign language can realize this intention.

Thus, although the Foreign Language Option may at first create some odd-seeming categories (foreign language "substituting for" physical education, for instance), in terms of the intentions of the Basic Academic Skills and Expressive Skills blocks, the option is consistent and reasonable.

The 20 credits must all be in one foreign language. Students majoring in a foreign language cannot count courses in their major language in the Foreign Language Option. The 20 credits must be selected from the following courses:

French: 153, 251, 252, 253, 351, 352, 353, 361, 362, 363,
426, 427, 428, 429, 430, 435, 450, 452, 455, 460,
461, 462, 480, 485, 486.

German: 153, 251, 252, 253, 310, 354, 357, 361, 362, 363,
431, 432, 456, 458, 460, 461, 462.

Spanish: 153, 251, 252, 253, 310, 354, 357, 361, 362, 363,
411, 412, 413, 426, 427, 430, 435, 448, 450, 451,
452, 453, 455, 457, 458, 459, 460, 461, 462, 464,
465, 466.

II. Breadth Requirement (45 credits)

The Committee decided that in a school such as Central, drawing students relatively uninformed about the liberal arts and sciences, the main thrust of a Breadth requirement in a General Education program should be towards those traditional areas. Thus, we are proposing to base the Breadth requirement on the liberal arts and sciences as those disciplines are presently represented on this campus--that is, in the Arts and Humanities, Natural Science and Mathematics, and the Social and Behavioral Sciences. Students must select a minimum of 15 credits from each of these three blocks. A student can count no more than five credits in any one discipline. (For this requirement all foreign languages count as a single discipline.) Courses in a student's major discipline may not be allowed in the Breadth requirement. The Committee feels that a General Education program should guarantee that students have at least begun to examine cultures other than their own. Therefore, at least 5 of the 45 credits in the Breadth blocks must be earned in courses whose content consists mainly of material dealing with non-English-speaking cultures and that are marked with asterisks in the lists of Breadth courses that follow.

The Committee agreed upon the following broad criteria for Breadth courses and is planning to review Breadth courses regularly in terms of the extent to which they do or do not fulfill these criteria:

1. Breadth courses should emphasize the history, philosophy, and theory of their given disciplines. In general, they should not emphasize other features of the discipline--such as specialized skills or vocational-professional methods or applications.

2. Breadth courses should require students to use the discipline's basic modes of inquiry and techniques for formulating, communicating, and preserving meanings.

3. Since our proposed Basic Academic Skills requirement will emphasize the basic skills of reading, writing, and reasoning, Breadth

courses should oblige students to use and develop these crucial skills. We realize that the language skills of reading and writing may apply less centrally to certain areas and that, for instance, in Breadth courses in art or mathematics, other means may be more appropriate for the students to express their meanings. However, we still feel that to the greatest degree reasonable and proper, Breadth courses should oblige students to use and develop their skills of reading, writing, and reasoning.

4. In general, Breadth courses should not have prerequisites.

Normally a discipline will be represented in only one block of Breadth courses, which can be thought of as its primary block. There are, however, a very small number of disciplines that might offer courses that belong outside their primary Breadth block, in what can be thought of as a secondary block. Such a discipline can be represented in both primary and secondary blocks, but the following restrictions will apply:

1. The course or courses to be offered in the secondary block must be such that they cannot legitimately be construed as at all appropriate to the primary block. Thus, a course that is appropriate for both primary and secondary blocks will be taught in the primary block. To be considered for inclusion in a secondary block a course must both (1) be clearly appropriate to the secondary block, and (2) be clearly inappropriate to the primary block.

2. The discipline will be constrained by all of the criteria at work--that is, the general criteria for Breadth courses set down by the General Studies Committee, as well as any special criteria that obtain in the primary and secondary blocks.

3. Even though a discipline is represented in more than one Breadth block, students can count only 5 credits from that discipline in their total Breadth requirement.

The Committee has not incorporated such courses in the present proposal, but we will be reviewing the following, which have been brought to our attention: Anthropology 110, Introduction to Physical Anthropology; Geography 107, Introduction to Physical Geography; and Environmental Studies 301, Earth as an Ecosystem.

In order to get a list of courses for the three Breadth blocks, the Committee asked the deans of the three arts and sciences schools to set up ad hoc committees to recommend courses from their schools. We asked these deans to involve the two professional schools in these deliberations. And we notified the deans of the professional schools, informing them of the procedure and encouraging them to contact the arts and sciences deans. In addition, we reminded all five deans that any school, department, or program had the right--and was invited--to appeal directly to the General Studies Committee if they felt that they had not been fairly treated in the deliberations of the school committees. The three school committees submitted their recommendations in early February. We discussed their recommendations and conferred

with either the committee or the chairman of the committee in order to clear up certain questions.

The dates for these and subsequent events are as follows:

December 1, 1977: Letters to deans asking for ad hoc committees.

February 1-10: Reports from ad hoc committees.

April 10: Copies of working proposal hand-carried to all deans, departments, and programs.

April 13: Faculty hearing.

April 19: Final proposal to Faculty Senate.

The following is a list of courses so far approved by the Committee as Breadth courses. Our recommendations reflect the reports from the three ad hoc committees. The number of courses listed as fulfilling the Breadth criteria listed above vary significantly among departments and schools. In general this was the result of the Committee's reluctance to substitute its judgment for that of the school ad hoc committees and school deans. However, the Committee has decided that the number of Breadth courses in English and philosophy will be reduced so that their lists are comparable to those of other departments. The Committee is working with the English and Philosophy Departments to this end.

Those courses preceded by an asterisk can be used to satisfy the requirement that at least 5 credits must be from courses dealing primarily with non-English-speaking cultures:

Arts and Humanities (15 credits)

Art:

- 101. Introduction to Art. 5 credits.
- *235. Ancient and Medieval Art. 4 credits.
- *336. Renaissance Through Mid-Nineteenth Century Art. 4 credits.
- 337. Contemporary Art. 4 credits.
- *357. African and Oceanic Art. 3 credits.
- *410. Classic Tradition. 4 credits.
- 453. Art in the United States. 4 credits.
- *456. History of Eastern Art. 4 credits.

Drama:

- 107. Introduction to Drama. 5 credits.
- *363.1. History of Theatre. 4 credits.
- 363.2. History of Theatre. 4 credits.
- 363.3. American Theatre History. 4 credits.
- *371. Greek and Roman Drama. 4 credits.
- 373. American Drama. 4 credits.

Education:

- 467. Philosophy of Education. 3 credits.

English:

- 105. Introduction to Literature. 5 credits.
- 130. Introduction to Black American Literature. 5 credits.
- 140. Introduction to Fiction. 5 credits.
- 141. Introduction to Poetry. 3 credits.
- 235. Studies in Folklore. 5 credits.
- 240. Science Fiction. 5 credits.
- *248. World Literature. 5 credits.
- 251. Survey of English Literature. 4 credits.
- 252. Survey of English Literature. 4 credits.
- 253. Survey of American Literature. 4 credits.
- 254. Survey of American Literature. 4 credits.
- 330. 20th Century Black American Literature. 3 credits.
- 340. The Short Story. 5 credits.
- 341. The Bible. 5 credits.
- *342. Literature and Myth. 5 credits.
- *348. World Novel I. 3 credits.
- *349. World Novel II. 3 credits.
- 350. The English Novel I. 3 credits.
- 351. The English Novel II. 3 credits.
- 352. The English Novel III. 3 credits.
- 361. Shakespeare: The Earlier Plays. 3 credits.
- 362. Shakespeare: The Later Plays. 3 credits.
- 375. Modern Poetry. 3 credits.
- 379. American Novel, 1920-1945. 3 credits.
- 380. American Novel, 1945-Present. 3 credits.
- 381. British Drama I. 4 credits.
- 382. British Drama II. 4 credits.
- 383. 20th Century British Drama. 4 credits.

Foreign Languages:

- 112. Foreign Languages. 3 or 5 credits.
- 113. Foreign Languages. 3 Or 5 credits.

French:

- 151. First Year French. 5 credits.
- 152. First Year French. 5 credits.
- 153. First Year French. 5 credits.
- *213. Twentieth Century French Literature in English.
3 credits.
- *214. Afro-French Literature in English. 3 credits.
- 251. Second Year French. 5 credits.
- 252. Second Year French. 5 credits.
- 253. Introduction to French Literature. 5 credits.

German:

- 151. First Year German. 5 credits.
- 152. Frist Year German. 5 credits.
- 153. First Year German. 5 credits.
- *213. Masterpieces of Modern German Literature in English.
3 credits.
- 251. Second Year German. 5 credits.
- 252. Second Year German. 5 credits.

253. Second Year German. 5 credits.

Humanities:

- 101. Introduction to the Humanities. 5 credits.
- 102. Introduction to the Humanities. 5 credits.
- 103. Introduction to the Humanities. 5 credits.

Music:

- 101. History of Jazz. 5 credits.
- 102. Introduction to Music. 5 credits.
- 144. First-year Theory. 4 credits.
- 379. Philosophy of Music. 3 credits.

Philosophy:

- 101. Introduction to Philosophy. 5 credits.
- 115. The Meaning of Life. 5 credits.
- 210. Current Ethical Issues. 5 credits.
- 212. Ethics of Health and Disease. 5 credits.
- *275. Comparative Religion. 5 credits.
- 302. Ethics. 5 credits.
- 303. Aesthetics. 5 credits.
- 305. Philosophy of Religion. 5 credits.
- *310. Philosophies of India. 5 credits.
- 348. Social and Political Philosophy. 5 credits.
- *352. Western Philosophy I. 5 credits.
- *353. Western Philosophy II. 5 credits.
- *354. Western Philosophy III. 5 credits.
- 355. Contemporary Thought. 5 credits.
- 356. American Philosophy. 5 credits.
- *358. Existentialism. 5 credits.
- 359. Mysticism. 5 credits.
- 372. Philosophy of Technology. 5 credits.
- *376. Contemporary Religious Thought. 5 credits.
- 378. Philosophy of Love. 5 credits.
- 379. Philosophy of Music. 3 credits.
- *445. Chinese Philosophy. 5 credits.
- 467. Philosophy of Education. 3 credits.
- 487. Philosophy of Law. 5 credits.

Physical Education:

- 161. Cultural History of Dance. 2 credits.

Religious Studies:

- 100. Introduction to Religion. 5 credits.
- *201. Sacred Books of the World. 5 credits.
- 301. Man in Religious Thought. 5 credits.
- *351. Religions of Asia. 5 credits.
- *353. Judaism, Christianity, & Islam. 5 credits.

Spanish:

- 151. First Year Spanish. 5 credits.
- 152. First Year Spanish. 5 credits.
- 153. First Year Spanish. 5 credits.
- *213. Masterpieces of Spanish Literature in English.
3 credits.

- 251. Second Year Spanish. 5 credits.
- 252. Second Year Spanish. 5 credits.
- 253. Second Year Spanish. 5 credits.

Natural Science and Mathematics (15 credits)

Since the laboratory method is an essential characteristic of study in the natural sciences, students are required to include at least one lab course in the physical or biological sciences. Courses that satisfy this requirement are marked "w/lab" in the list that follows.

Biological Sciences:

- 104. Fundamentals of Biology. 5 credits w/lab.
- 106. Concepts of Biology. 5 credits.
- 301. Human Genetics. 3 credits.
- 302. Human Ecology. 4 credits.
- 347. Paleontology. 5 credits w/lab.
- 385. Introduction to Evolution. 5 credits.

Botany 211. Plants in the Modern World. 3 credits w/lab.

Zoology 270. Human Physiology. 3 credits.

Chemistry:

- 101. Contemporary Chemistry. 5 credits w/lab.

Physics:

- 101.1. Concepts of Physics - Motion. 3 credits w/lab.
- 101.2. Concepts of Physics - Light. 3 credits w/lab.
- 101.3. Concepts of Physics - Electricity. 3 credits w/lab.
- 201. The Sky. 3 credits w/lab.

Geology:

- 145. Physical Geology. 5 credits w/lab.

Mathematics:

- 101. Mathematics in the Modern World. 5 credits.
- 130.1. Finite Mathematics I. 5 credits.
- 130.2. Finite Mathematics II. 5 credits.
- 163.1. Pre-Calculus Mathematics I. 5 credits.
- 163.2. Pre-Calculus Mathematics II. 5 credits.
- 164.1. Mathematics for the Elementary School Teacher I.
5 credits.¹
- 164.2. Mathematics for the Elementary School Teacher II.
5 credits.¹
- 170. Intuitive Calculus. 5 credits.
- 250. Geometry for Elementary School Teachers. 4 credits.¹
- 310. Discrete Probability. 3 credits.
- 311. Statistical Techniques. 4 credits.

¹The Committee will accept these as Breadth courses when the course titles and/or course descriptions are changed so as not to suggest that these courses are restricted to elementary education majors.

Social and Behavioral Sciences (15 credits)

Anthropology: The Committee will approve a list of anthropology courses when it receives a recommendation from the ad hoc committee of the School of Social and Behavioral Sciences.

Asian Studies:

- *102. Introduction to Asian Studies. 3 credits.

Communication:

- 101. Communication and Issues. 5 credits.
- 207. Foundations of Speech Communication. 5 credits.
- 270. Nonverbal Communication. 4 credits.
- 301. Communication Theory. 5 credits.
- 430. Listening. 4 credits.

Economics:

- 101. Economics Issues. 5 credits.
- 201. Principles of Economics Micro. 5 credits.
- 202. Principles of Economics Macro. 5 credits.¹
- 342. Social Economics. 5 credits.¹
- 356. Government and Business. 5 credits.

Environmental Studies:

- 302. Resources and Man. 5 credits.
- 303. Environmental Management. 5 credits.

Ethnic Studies:

- 101. Ethnic Awareness. 5 credits.
- *111. The Asian American. 5 credits.
- *121. The Black American. 5 credits.
- *151. Chicano History and Culture. 5 credits.
- *171. The American Indian Experience. 3 credits.

Geography:

- 101. Man's Changing Earth. 5 credits.
- 108. Human Geography. 5 credits.
- 205. Economic Geography. 5 credits.
- 352. Geography of Anglo-America. 5 credits.
- 355. Pacific Northwest Environments. 4 credits.

History:

- *101. World Civilization to 1500. 5 credits.
- *102. World Civilization 1500-1815. 5 credits.
- *103. World Civilization Since 1815. 5 credits.
- 143. United States History to 1865. 5 credits.
- 144. United States History Since 1865. 5 credits.

Political Science:

- 101. Introduction to Political Ideas and Issues. 5 credits.
- 210. American Government. 5 credits.
- *360. Comparative Politics. 5 credits.
- *370. International Politics. 5 credits.

¹The Committee will accept these as Breadth courses when the pre-requisites are removed from their catalogue descriptions.

Psychology:

- 101. General Psychology. 5 credits.
- 205. Psychology of Adjustment. 5 credits.¹
- 235. Courtship and Marriage. 3 credits.
- 300. Foundations of Psychology. 4 credits.
- 346. Social Psychology. 4 credits.¹

Sociology:

- 101. Social Problems. 5 credits.
- 107. Principles of Sociology. 5 credits.
- 265. Minority Groups. 5 credits.
- 360. The Community. 5 credits.
- 445. Social Stratification. 5 credits.

¹The Committee will accept these as Breadth courses when the pre-requisites are removed from their catalogue descriptions.

Appendix A

English 101: English Composition

Description: Designed to improve the students' reading comprehension and to develop their writing skills in expository prose.

OUTLINE

Objectives:

- (1) To improve reading comprehension
- (2) To develop writing skills in expository prose

Texts:

- (1) A collection of essays or essays and other literature.
- (2) A rhetoric
- (3) The Prentice-Hall Handbook for Writers, 6th Edition
- (4) The American Heritage Dictionary of the English Language,
Houghton Mifflin

(Items 1 and 2 may be combined in one text.)

Required writing:

- (1) Five or more themes, some of which are 500-750 words. A minimum of 3000 words is required in the theme assignments.
- (2) Several precis in addition to the themes.
- (3) The assignments should require the student to understand what he has read and to write about it.
- (4) Whatever the instructor does with other modes, most of the writing should be in expository prose.
- (5) The instructor will require mechanical and grammatical correctness and carefully mark the essays.

Other activities (optional):

- (1) Listing vocabulary learned from the essays.
- (2) Listing misspelled words
- (3) Listing grammatical errors made in the papers.
- (4) Dictionary studies.

Required reading and related assignments:

- (1) Most of the reading should be expository prose.
- (2) In some themes the students should relate their own ideas to the ideas in their reading.

Optional tests:

- (1) One or more for reading comprehension
- (2) A vocabulary test based on the reading
- (3) A mechanics and usage test.
- (4) An examination over the rhetoric studied.

Appendix B

English 301. English Composition.

Description: Students analyze and write expository utilitarian prose. A review of exposition and patterns of thought.

Implementation:

English 301 follows the standard pattern for our composition courses in continuing the analysis of expository prose and the writing of expository prose. In conjunction with the analysis and practice of expository writing, the course provides a selective review of the elements of exposition. It is not a repetition of English 100. To this end, special attention is given to phrasing thesis statements, to the development of clearly phrased propositions or theses, to several standard developmental patterns, to sound paragraphs and sentences, and of course, to conventional standards of correctness and usage. The emphasis is on the practical.

Rather than using essays exclusively as sources of ideas and discussion, they will be analyzed primarily as examples of effective expository writing that reveals:

- effective beginnings and endings
- effective development of a thesis
- specific developmental patterns
- effective paragraphing
- effective diction and sentencing
- sustained coherence.

Several of the major patterns of development should be formally examined in use, and papers written demonstrating ability to apply the patterns in developing general statements. Such practical standard patterns as the following should be included:

- definition
- cause and effect
- process
- comparison/contrast
- classification
- (no personal narrative)

The generalization and the factual statement will be differentiated.

Practice in phrasing thesis statements that will clearly sustain extended development will be provided for.

Appendix C

Philosophy 201

This is an example of a detailed day-to-day course outline for a typical Introduction to Logic class:

DAY

1. Procedures, goals, and requirements of the course.

Topic I. Preliminary study of argument (inference, reasoning)

2. What evidence is. Premiss-conclusion distinction. Premiss-indicator words: because, since, for, as, etc. Conclusion-indicator words: therefore, so, hence, accordingly, thus, ergo, etc.
3. Deductive-inductive distinction. Evaluation of deductive arguments: validity-invalidity distinction, soundness-unsoundness distinction. Evaluation of inductive arguments: degrees of confirmation. The concept of fallacy: formal and informal.
4. What words are. Ambiguity of words: equivocation, vagueness, amphiboly. Names: proper and general.
5. Opposites: contrary words, contradictory words. Extension and intension of words. Denotation and connotation (evaluative force). Meaning. Multiple functions of words.
6. Types of definition: stipulative, "loaded," ostensive, genetic, operational, intrasystematic, genus-and-difference, etc. Family resemblance. Rules for defining well.
7. Classification (systematic definition, be genus and difference, of a group of interrelated general words). Rules for classifying well. Quiz on definitions.

Topic III. Classical logic of terms--an introductory study of the accurate use of such words as: all, any, every, only, each, no, some, is, are, non-, is not, are not

8. What categorical statements are. Subject-predicate distinction. Universal-particular distinction. Affirmative-negative distinction. The four basic forms of categorical statement.
9. Analysis of ordinary English statements as categorical. Limitations.
10. Immediate-inference (one-premiss) deductive reasoning. Types based on the square-of-opposition relationships: contradictories, subalternation, contraries, subcontraries. Conversion inferences. Identifying immediate inferences in idiomatic English. Constructing immediate inferences in idiomatic English.

The relationships between language and thought will be examined and applied to student writing. Such considerations as:

- the principle of abstraction
- levels of abstraction
- stereotyping
- the either/or orientation
- reports, inferences, judgments, fallacies
- subjective and objective uses of language.

Writing:

A minimum of 3000 words. The number and length of individual papers is left up to the instructor. A minimum of 5 papers is suggested.

Texts:

A collection of expository essays, e.g.:

(Rorabacher, Assignments in Exposition, 5th Edition
The American Heritage Dictionary of the English Language,
Houghton Mifflin
The Prentice-Hall Handbook for Writers, 6th. Edition,
Prentice-Hall

11. Pictorial representation of categorical statements: Venn Diagrams. How to use Venn Diagrams to decide whether some immediate inferences are valid or invalid.
12. Syllogisms. Their "mood" and "figure." Identifying syllogistic inferences in ordinary English. Constructing syllogistic inferences in ordinary English. Quiz on subalternation (with Venn Diagram).
13. How to use Venn Diagrams to decide whether a syllogistic argument is valid or invalid.
14. Rules to which all valid syllogisms conform. How to use the rules to distinguish between valid and invalid syllogisms. Quiz on syllogisms (with Venn Diagram).
15. Further exercises in analyzing and evaluating syllogisms.
16. Test on Topics I, II, and III

Topic IV. Part A: Elementary logic of statements- an introductory study of the accurate use of such words as not, and, but, however, nevertheless, or, if, only if, if and only if, implies, unless, whereas, provided that, neither...nor

17. Distinction between simple and compound statements. Truth-functional connectives, i.e. words such that the truth or falsity of compound statements containing them is based entirely on the truth or falsity of the constituent statements which they connect in the compound.
18. Negation (the "not" relationship). Conjunction (the "and" relationship). Ways of expressing these relationships in idiomatic English statements.
19. Alternation: inclusive and exclusive (the "or" relationships). Ways of expressing these relationships in idiomatic English statements.
20. Material implication (the fundamental conditional relationship in logic). Detailed rules for analyzing idiomatic English conditional statements as material implications. How material implication both resembles and differs from conditionality in ordinary English.
21. Material equivalence (the fundamental equivalence relationship in logic). Detailed rules for analyzing idiomatic English equivalence statements as material equivalences. How material equivalence both resembles and differs from equivalence in ordinary English.

22. Further exercises in expressing idiomatic English statements in their explicit truth-functional logical form, and in translating statements from their explicit truth-functional logical form into idiomatic English.
23. Truth tables. How to construct them for English statements expressed in explicit truth-functional logical form.
24. Tautologies (necessarily true truth-functional statements). Contradictions (necessarily false truth-functional statements). Contingent statements (neither necessarily true nor necessarily false). How to use truth tables to identify them. Quiz on making truth tables.
25. Truth-functional arguments in English. How to analyze them and express them in explicit logical form. How to use truth tables to discover whether they are valid or invalid.
26. How to express truth-functional arguments in idiomatic English. Quiz on using truth tables to evaluate arguments.
27. Further practice in expressing truth-functional arguments in idiomatic English. Practical applications in speaking, writing, and planning.
28. Test on Topic IV. Part A.

Topic IV. Part B: Elementary logic of statements--a more advanced study of the accurate use of truth-functional connective words such as those listed above in the description of Part A

29. What "proof" means. What logical axioms, theorems, and rules of inference are.
30. Eight rules of inference which authorize one to draw conclusions from premisses. Examples of their use in truth-functional arguments, both abstract and concrete.
31. Nine axioms which may be used in drawing conclusions from premisses.
32. Examination of sample proofs of theorems. Constructing proofs of three (very carefully selected) theorems.
33. How to use axioms and rules of inferences to prove that an argument with some non-axiom premisses is valid. Constructing proofs of four such arguments. Quiz: proof of an easily proved theorem.

34. Constructing proofs of six slightly more difficult valid arguments with some non-axiom premisses. Quiz: proof of such an argument.
35. Constructing proofs of six additional theorems. The sixth theorem is much too complicated to express in ordinary English. (Here the instructor tries to convey to the students a sense of how greatly the techniques of precise abstract logical formulation can augment human intellectual power, esp. with the aid of properly programmed computers.) Quiz: a proof.
36. Further practice in analyzing English arguments and evaluating them with proof techniques.
37. Test on Topic IV. Part B.

Topic V. Scientific method-an introductory study of the accurate use of words such as probably, scientific theory, fact, scientific law, observation

38. Arguments by analogy. Criteria for distinguishing between strong and weak analogical arguments.
39. Induction by simple enumeration. Safeguards against improper use.
40. Mill's (Bacon's) methods of induction: agreement, difference, concomitant variation. Their limitations.
41. The hypothetico-deductive method of scientific inquiry: observation, hypothesis, prediction, verification, confirmation. Scientific explanation. Safeguards against improper use of this method. Recent qualms about this method.
42. Scientific method in everyday life. Limitations?
43. Some types of "unscientific," "illogical" thinking: the "informal fallacies." Are they always "fallacious"?
44. What rationality is.
45. Review
46. Comprehensive final examination, including a well-written essay in which the student presents a logical argument, and in which he shows he has mastered the data relevant to that argument, and has presented the data in the appropriate places in the argument. The essay could be of "take home" form, if desirable.

Appendix D

OUTLINE OF MATH 130.1, FINITE MATH I

A. SETS AND FUNCTIONS

1. The Language of Sets
2. Intersection and Union of Sets
3. Counting Is Not Always Easy
4. The Relation between Set Theory and Logic
5. What Is a Function?
6. Expressing Ideas with Graphs
7. Linear Functions as Models

B. CONCEPTS OF PROBABILITY

1. What Is Probability?
2. A Priori Probabilities
3. Assigning Probabilities
4. Properties of Probability
5. Probability of the Union and Complement of Events
6. Counting Schemes
7. Combinations
8. Conditional Probability
9. The Multiplication Rule

C. PROBABILITY AND PROBABILITY DISTRIBUTIONS

1. Introduction to Probability Models
2. Shorthand for Mathematical Models
3. Expected Value for Probability Models
4. Models for Decision Making under Uncertainty
5. Variance of a Probability Distribution
6. Models for Stochastic Processes
7. Bayes' Probability Model
8. The Bernoulli Probability Model
9. The Binomial Distribution

D. USES AND MISUSES OF STATISTICS

1. The Use of Graphs to Display Models
2. How to Unravel a Mass of Data
3. What Is Average?
4. The Use of Medians to Describe Models
5. How to Measure the Scattering in a Model
6. A Well-Known Model, the Normal Curve

CENTRAL WASHINGTON UNIVERSITY

M E M O R A N D U M

TO: Vice President's Advisory Council
Department Chairmen
Senators
Graduate Council
Undergraduate Council
Teacher Education Council
Undergraduate Curriculum Committee
Undergraduate Program Review & Evaluation Committee
General Studies Committee
President's Advisory Council

FROM: Faculty Senate Executive Committee

DATE: April 10, 1978

RE: Proposal for Restructuring Campus Committees

The attached one-page description contains a summary of the Senate Executive Committee's proposal for a reorganization of the current Graduate Council, Undergraduate Council and Teacher Education Council, and a restructuring of all curriculum committees into one University Curriculum Committee, all program review and evaluation activity into one committee and a renaming of the General Studies Committee to become the General Education Committee.

This proposal was developed by the Faculty Senate Executive Committee in consort with the Dean of Undergraduate Studies, the Dean of Graduate Studies, the Dean of Professional Studies, and the Director of Teacher Education, as well as the Academic Vice President. We hope you will discuss the proposed reorganization and communicate to the Faculty Senate your concerns and hopefully your approval.

The Faculty Senate Executive Committee intends to present this proposal in report form at the April 19 meeting. We will ask for discussion and debate at the May 3 meeting and seek approval by vote at the May 17 meeting.

JAK:EP
Attachment

Proposed Statement of Organization and Procedure
for
Graduate Council
Undergraduate Council
Teacher Education Council
and
University Curriculum Committee
Program Review and Evaluation Committee
General Education Committee

Introduction:

Three councils--Graduate, Undergraduate, Teacher Education--would be responsible for developing policies and procedures to strengthen and improve educational program, serving as advisory group to Dean, review and recommendation on program additions, and developing long-range plans.

Three committees--University Curriculum, Program Review and Evaluation, General Education--would be responsible for curriculum additions and deletions, review and evaluation of programs, and basic and breadth requirements, respectively on a University-wide basis. The first two would be advisory to and report to the Vice-President for Academic Affairs; the General Education Committee would be advisory to and report to the Dean of Undergraduate Studies.

Membership:

All faculty appointments to the three councils and committees would be made by the Vice President for Academic Affairs in consultation with the Faculty Senate Executive Committee and the Vice-President's Advisory Council. Faculty members serve three year terms with approximately 1/3 of the terms expiring each year. No more than two faculty from any school or more than one from any department shall serve at the same time on any council or committee. Faculty members shall not serve more than two consecutive terms.

Members of the councils and committees shall exercise their best judgment for the University community and do not represent organizational units. Council and committees would have the following membership characteristics:

Graduate Council -- 6 Graduate Faculty, 2 Graduate Students

Undergraduate Council -- 6 Faculty, 2 Students

Teacher Education Council -- 6 Teacher Education Faculty, 1 Teacher
Education Student

University Curriculum Committee -- 10 Faculty, 3 Students

Program Review and Evaluation Committee -- 6 Faculty, 1 Student

General Education Committee -- 6 Faculty, 1 Student

SUMMATIVE REPORT

FROM: Academic Affairs Committee
TO: Faculty Senate
DATE: April 18, 1978
RE: Withdrawal Policy

Background and Discussion:

The rules by which students may withdraw from courses have been changed from time to time, reflecting changes in more general policy and revised thinking in the light of experience. It is fair to say, however, that the present withdrawal policy has its faults. For one thing, instructors do not apply the policy uniformly, some permitting withdrawals routinely upon request, others insisting on truly extenuating circumstances. For another, instructors must indicate a passing or failing grade on the withdrawal form, though there may be no true basis for any grade at all. It appears also that Withdrawals and Incompletes are not properly distinguished in practice.

The Committee has discussed the withdrawal problem on several occasions, and is herewith submitting a proposal to change the existing policy. The changes proposed are based on the premises that: a) some withdrawals should be allowed, b) departments and instructors should not be involved in the withdrawal process, c) the policy should be uniformly applied, and d) the policy should be simple.

The proposal is in the form of catalog copy (as below), which should be compared with the text in the current catalog on the pages indicated.

The proposal includes a proposed change in the Incomplete policy, which the Committee regards as inseparably linked with Withdrawal policy.

cf. Page 26.

COURSE WITHDRAWAL

Students are allowed two "free withdrawals" during each "classification period" (freshman, sophomore, junior, senior). See definitions on page 31. These withdrawals may be made at any time before the beginning of final exam week by filling out a Free Withdrawal Form in the Registrar's office.

Students who wish to withdraw from more courses than allowed above may petition the Dean of Undergraduate Studies. Such a petition must show a clear need based on unusual and extenuating circumstances.

WITHDRAWAL FROM THE UNIVERSITY

Withdrawal from the University can be made under the conditions given above.

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OTHER GRADES

- W (Withdrawn). A W may not be changed to any other grade.
- I (Incomplete). This grade must be accompanied by an "Incomplete Agreement Form", signed by both instructor and student, which spells out the work which is yet to be done to fulfill the course requirements. The Agreement will include a completion date, not to exceed one year (12 months) from the agreement date. If the work is not completed by that date the grade becomes an F.

Motion:

The Committee moves the adoption of the changes in Withdrawal and Incomplete policies as proposed in this Report.

COMMITTEE REPORT

TO: Faculty Senate

FROM: ACADEMIC AFFAIRS COMMITTEE

DATE: April 14, 1978

RE: Separation of the Mass Media Program from the Department of Communication.

Background:

Since September, 1975, the Mass Media Program has been administratively merged with the Dept. of Communication. Prior to that time it was not associated with a department, but was under Dean Housley, former Dean of Arts and Humanities.

A few months ago, Professor Goodrich, Director of the Mass Media Program, expressed to Dean Williams a desire to separate his program from the Dept. of Communication and to place it directly under the dean. Dean Williams recommended in favor of this proposal to Vice President Harrington, who forwarded it to the Senate for recommendation.

Discussion:

The Committee held discussions with Professors Goodrich and Garrett, and with Dean Williams. The following information emerged:

The merger of Mass Media and Communications was made in order to add strength and identity to Mass Media, but the merger was administrative and not academic. The Chairman of Communication had a chairman's authority over the administration of Mass Media, but major and minor programs of both units were separate and without shared courses. Additionally, the two units were housed in separate buildings.

Professor Goodrich wishes to separate his program because the present arrangement has resulted in inconveniences and frustrations. For example, Mass Media's curriculum matters must be processed through Communication, as must the scheduling of classes. Withdrawal forms and other documents that require a chairman's signature must be sent to the Communications Department for signing. While administrative efficiency would be gained by separation, other effects would be minimal: no budgetary costs would be entailed, the present single budget would be divided by Dean Williams, there would be no addition of staff, in the catalog Mass Media would be listed in the M section instead in the C section beside Communication. Separation would amount to administrative relocation of Mass Media to a position under the Dean, but would not create an additional unit.

Professor Garrett indicated that, while he did not favor the separation, he would not oppose it either, as it is really Mass Media's decision to make.

-2-

In view of the above, the Committee recommends in favor of separation.

As a footnote, the Committee would point out that the administrative inconveniences experienced by Professor Goodrich in directing his program do not originate in the Department of Communication. They result from the potentially unworkable arrangement that is created when a program and its director are placed within a department and under a department chairman, rather than simply under a dean. A program director, within a department, is not fully free to direct his program, and the chairman does not have full authority over the combined entity. Inefficiencies, and perhaps disagreements, are likely. Programs in their own house, like Law and Justice, Environmental Studies, and Ethnic Studies, have been largely free of such problems.

Motion:

The Academic Affairs Committee moves that the Mass Media Program be separated from the Department of Communication and placed under the Dean of Social and Behavioral Sciences.

RECEIVED

APR 13 9 78

FACULTY SENATE

To: Faculty Senate

From: Faculty Senate Code Committee, Frank Carlson, chairperson

Date: April 13, 1978

Re: Request for Code interpretation

Background information

The Faculty Senate Code Committee has received a request for interpretation of a section of the Faculty Code from a faculty member. This situation seems to fit best under Section 0.10 (8) of the Code.

The interpretation requested was with regard to Section 2.38B (3), particularly to the last sentence of that paragraph. That sentence reads, "Saturday and evening assignments and off-campus assignments as a part of the regular teaching load are subject to mutual agreement by the department chairman and the faculty member involved."

The specific question raised was whether transfer of off-campus assignments, involving moving from one location to another, was also to be 'mutually agreeable.'

At its last regular meeting, on April 12, the Code Committee reached a tentative decision. Before passing it on through the channels, the members of the Committee wished to hear any comment with regard to their decision, if the rules of the Senate would allow it. There would be no motion appropriate, as the Senate itself does not interpret the Code, but the Committee would consider any and all comments made.

The Code Committee has already decided to suggest that next year's committee be charged with investigating the desirability first, and then the possibility if necessary to include language in the Code to cover the increasing range of off-campus assignments of faculty.

Our tentative decision/interpretation:

"The Faculty Senate Code Committee does believe that changes of assignment of off-campus faculty are covered by provisions of Section 2.38 B (3), and that such changes, including change of geographic location, must be mutually agreeable between the department chairman and the faculty member involved."